DOCUMENT RESUME

ED 348 353 SP 033 977

AUTHOR Richards, Janet C.; And Others
TITLE Beginning Professionals' Metaphors in an Early Field Placement.
PUB DATE Apr 92
NOTE 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitude Measures; Content Analysis; *Education Majors; Elementary Education; *Field Experience Programs; Higher Education; Journal Writing; *Metaphors; Methods Courses; Personal Narratives; Preservice Teacher Education; Student Teaching; Teacher Educators

ABSTRACT

This study was conducted to examine the value of analyzing student teachers' metaphors for purposes of early identification of beliefs and teaching orientations. Participants were 2 university professors and 23 female elementary education majors enrolled in a reading/language arts methods course designed as an early field placement. During the first and last class meetings, the students were asked to write a two- or three-paragraph narrative describing their views about teaching and themselves as future teachers; also weekly journal entries were kept. At the end of the semester, pre- and post-semester orientations as documented by metaphors, along with statements from journal entries were coded for content using a metaphor identification and recording system. Results suggest that metaphor analysis can provide university teachers with a quick and early indication of students' teaching orientations, affording an opportunity to plan appropriate course activities and seminars; and it was confirmed that novice teachers' beliefs have a profound influence on teaching practice. Appendixes contain examples of student teachers' metaphors; pre- and post-semester teaching orientations as described by metaphors; journal entries demonstrating an authoritarian or a progressive orientation; and an example of a teacher observation coding system. (LL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED348353

Beginning Professionals' Metaphors in an Early Field Placement

Janet C. Richards

Division of Education and Psychology

The University of Southern Mississippi-Gulf Coast

Long Beach, MS 39560-6299

(601) 865-4512

Joan P. Gipe

Department of Curriculum & Instruction

University of New Orleans

New Orleans, LA 70148

(504) 286-6605

Charles A. Duffy

Department of Social Sciences

Xavier University

New Orleans, LA

(504) 242-4881

Paper presented at the Annual Meeting of the American Educational Research Association, April 20-24, 1992, San Francisco, CA

SP 033 974

BEST COPY AVAILABLE

Traditionalists define metaphors as various types of widely-used figurative language which states an equivalence "between two separate semantic domains" (Sapir, 1977, p.4) (e.g., "Our trip to Alaska was out of this world"). Current perspectives regard metaphors as representing our entire conceptual system including "the way we think, what we experience, and what we do everyday" (Lakoff & Johnson, 1988, p. 31). This contemporary position also assumes that metaphors may be generative. That is, how we perceive and metaphorically describe problems, are central to how we address and generate solutions to those problems (Munby, 1986; Schon, 1979). For example, teachers may describe students having difficulty in reading as remedial students or as students in need of rich literacy experiences. Such descriptions have the dual capacity of revealing and influencing teachers' instructional practices. Thus, according to newer views, metaphors consciously and subconsciously define our realities, and may subtly guide our decisions (Lakoff & Johnson, 1980; Sibbett & Cawood, 1983).

Researchers interested in alternative ways to evaluate teachers' cognitions suggest that beginning professionals' metaphors may also indirectly reveal their beliefs and orientations about teaching[1]. Beginning professionals' teaching orientations have the capacity to impact upon all aspects of their work in field placements including how they process information and how they teach their lessons. Therefore, university teachers who

---

[1]Beliefs and orientations about teaching are defined as the highly personalized ways in which a teacher understands classrooms, how students learn, the teacher's function, and the purposes of education (Kagan, 1990).

unlock the meaning of beginning professionals' metaphors may have an opportunity to understand "something of the way that they construct reality" (Munby, 1987, p. 5). For instance, beginning professionals' metaphorical descriptions of the curriculum as growth (e.g., "Their talents will grow"), a journey (e.g. "I'll keep track of their progress"), or as a commodity (e.g., "I'll sell it to them and make them want to buy it"), may help to explain their "constructions" or modifications of suggested lessons (Kliebard, 1972; Roberts, 1980). (See Appendix A for examples of metaphors which describe beginning professionals' beliefs about curriculum.)

Beginning professionals' metaphors may also disclose how they characterize "the nature of learning, the teacher's role in the classroom, and the goals of education" (Kagan, 1990, p. 423). For example, "I am the cook who supplies my customers with their daily needs" expresses an authoritarian/technocratic orientation. Referred to as a transmitted or mimetic approach, this orientation is teacher-centered, focused on student performance, concerned with right answers, and assumes the hierarchical organization and transmission of a body of knowledge (Schuell, 1986, 1987). In this role, the teacher is conceptualized as the expert who transmits facts, and assesses students' abilities to provide correct answers (Conle, 1990; O'Loughlin & Campbell, 1988). Conversely, "My students and I learn together because we are equally important like the human brain, arms and legs", expresses a progressive/student-centered epistemology. This view recognizes that there may be more than one right answer and connects knowledge to students' understandings and constructions of new ways of knowing (Barnes, 1976;

Jackson, 1986). In this role, the teacher is a learner, "facilitator, mentor [and] coach" (O'Loughlin & Campbell, 1988, p. 12). Through this view, students become empowered because "the central medium for teaching and learning is an interchange in which two parties are full-fledged participants, both with significant influence on the nature of the exchange" (Means & Knapp, 1991, p. 288).

A possibility exists that beginning professionals' metaphors represent nothing more than habitualized (i.e., "frozen") professional speech which is disconnected from their actual teaching practices (Aspin, 1984). All disciplines contain metaphorical expressions which have lost their meaning over time and the field of education is no exception (Pollio, 1987). However, a few studies have documented innovative (i.e., "novel") and consistent metaphorical orientations in individual teacher's descriptions of their work. Categories include those labeled ontological which refer to the mind, ideas, and the curriculum as objects (e.g., "His mind usually doesn't work"), a journey with a directionality (e.g., "Each child must start from the center and move up"), and a commodity passed through a conduit (e.g. "I have to get my message across") (Munby & Russell, 1989). Other research has tentatively identified parallels between teachers' reflective perspectives about the teaching/learning process, their metaphors about teaching, and their classroom practices (Needles, 1991; Morine-Dershimer, 1987; Munby, 1987).

Direct assessment of beginning professionals' orientations through the use of surveys, structured interviews, and checklists has inherent limitations and has proved

disappointing. Researchers' language tends to influence beginning professionals' responses, and they may simply provide answers which they think will please their university teachers (Gipe, Richards, & Duffy, 1991-92; Kagan, 1990; Zeichner & Tabachnick, 1981). But, although there is evidence that metaphor analysis may provide a more productive alternative to conventional methods, until now, university teachers have largely ignored beginning professionals' figurative language. University teachers may be uncertain as to what exactly constitutes a metaphor since there is no standard procedure for recognizing and analyzing metaphors about teaching (Kagan, 1990). They may regard metaphors as "soft data" which cannot be measured, and therefore have no value (Eisner, 1988), or they may assume that beginning professionals' metaphors represent cliched professional speech which demonstrates little semantic consistency or relationship to practice. The following study is an initial attempt to examine the feasibility and value of analyzing beginning professionals' metaphors for purposes of identifying their current teaching orientations.

Methodology and Data Analysis

Participants were 23 female elementary education majors enrolled in a reading/language arts methods course block designed as an early field placement, and their two university teachers. All course activities for the semester were conducted two mornings a week at an urban elementary school (K-8) noted for its student-centered emphasis. Throughout the semester, each beginning professional was encouraged to reflect about the courses, their teaching, broader educational concerns, and their current

pedagogical theories as they concurrently learned about teaching reading and language arts, and learned to work with small groups of students.

During the first and last class meetings, the beginning professionals were asked to write a two or three paragraph narrative describing their views about teaching and themselves as future teachers to include their current pedagogical practices and beliefs about how children learn best. No other directions were given. The narratives were independently analyzed and coded for "novel" metaphorical content and for teaching orientation by the two university teachers who used the metaphor identification and recording system devised by Barlow, Kerlin, and Pollio (1971) (e.g., "2 N" = the two raters independently interpreted a statement as a "novel" metaphor), coupled with metaphor classification categories suggested by Munby (1987), Lakoff and Johnson (1980), Reddy (1979), and Schon (1979) (e.g., "**I told the one boy** to pour the milk" was coded as reflecting **authoritarian/technocratic** orientation, versus "**We all laughed together** when I sat on the pudding" was coded as representing a **progressive/student-centered** orientation. (Belinky, Clinchy, Goldberger & Tarule, 1986; Conle, 1990)). (See Appendix B for selected examples of beginning professionals' pre- and post-semester teaching orientations as described by their metaphors.) All differences of opinion between the two university teachers regarding the coding of the data were resolved by discussion.

Beginning professionals also wrote weekly journal entries and the two university teachers responded, particularly urging the beginning professionals to reflect about their

experiences (e.g., "You questioned why the children at this school call the teachers by their first names. Does this bother you? Why?"). Throughout the semester, the content of the journals was independently analyzed by the two university teachers who documented and coded journal statements for teaching orientations using the same categories employed for analyzing the metaphorical content of the narratives. (See Appendix C for examples of beginning professionals' journal statements demonstrating the two categories of teaching orientations.)

Over the course of the semester, each beginning professional was observed teaching on at least six occasions lasting approximately 15 minutes each. A low inference coding system was used to guide these observations. (See Appendix D for an example of the observation instrument).

At the end of the semester, beginning professionals' pre- and post-semester teaching orientations as documented by their metaphors, along with statements from their journal entries and information from the low inference coding system for teaching practices were compared for content commonalties. Therefore, these three different sources of information provided a tri-dimensional perspective of beginning professionals' beliefs about teaching (Morine-Dershimer, 1983; Tesch, 1990).

Results

It was found that each of the beginning professional's pre- and post-semester narratives contained "novel" metaphors about teaching which demonstrated an orientational consistency throughout each narrative, therefore, this information was

regarded as valid. As expected, pre- and post-semester teaching orientations fell into the two categories of authoritarian/technocratic (AT) (e.g., Students who learn the most pay close attention to the teacher), and progressive/student-centered (PSC) (e.g., "You learn from your students like you learn different customs traveling through Europe"). However, there seemed to be two distinct subcategories within the authoritarian/technocratic orientation. These subcategories were termed "curriculum as a commodity" (CC) (e.g., "Teaching is like filling the pages of an empty book."), and "teacher-directed journey" (TDJ) (e.g., "I will lead the children on their journey"), with the former apparently reflecting a more rigid view. (Refer to Appendix B.)

Table 1 shows the number of beginning professionals holding each of the teaching orientations for pre- and post-semester. Initially, 9 students held a "curriculum as a commodity" view; 10 students held a "teacher-directed journey view; and 4 students held a "student-centered" view. By the end of the semester, 4 students continued to hold a "curriculum as commodity" view, 3 moved to a "teacher-directed journey view, and 2 moved to a "student-centered view. Of the 10 beginning professionals holding a "teacher-directed journey" view, none adopted a "curriculum as a commodity" view, 7 continued to hold a "teacher-directed journey" view, and 3 moved to a "student-centered" view. All of the 4 beginning professionals holding a "student-centered" view continued to hold to that view.

Insert Table 1 about here

Additionally, there was consistency among teaching orientations as indicated in the metaphor narratives, teaching beliefs as expressed in journal entries, and teaching behaviors documented by the low inference coding system. That is, beginning professionals who held a "curriculum as a commodity" view also wrote journal entries that were documented as authoritarian/technocratic and demonstrated few teaching behaviors identified as progressive/student-centered.

Discussion

Caution must be used in drawing conclusions from this study since teaching beliefs are the results of a complex set of variables including school context conditions. The possibility exists that beginning professionals "might employ different metaphorical figures at different times and under different circumstances" (Munby, 1986, p. 201). Nonetheless, the results of the study do indicate that metaphor analysis is both a feasible and valuable means of documenting beginning professionals' teaching orientations as well as their professional development.

Metaphor analysis can provide university teachers, and others involved with teacher education, with a quick and early indication of beginning professionals' teaching orientations. If solicited early, as in this study, metaphor analysis affords an opportunity for university teachers to plan appropriate course activities and seminar discussions for

nurturing beginning professionals' growth toward more student-centeredness. That is, if the beginning professional is identified through his/her metaphors as holding an authoritarian/technocratic orientation, the university teacher can ask specific questions, present specific scenarios, and/or pose teaching dilemmas that encourage the beginning professional to become aware of, and reflect upon, these beliefs. Metaphor data coupled with that from journals provides university teachers with an even richer source of information about the beginning professional's development since more subtle changes in beliefs are visible in these weekly journal entries. End of semester metaphor analysis can then be used to confirm these changes.

This study also confirms that beginning professionals' beliefs have a profound influence on their teaching practices. Those beginning professionals holding authoritarian/technocratic orientations throughout the semester employed teaching practices consistent with this orientation; beginning professionals holding student-centered orientations employed teaching practices consistent with this orientation; and those beginning professionals who changed their views also demonstrated a shift in teaching practices consistent with that view.

To summarize, there was a change in teaching orientation from rigid authoritarian/technocratic toward progressive/student centered for 65% (15) of the 23 beginning professionals. 22% (5) actually changed from authoritarian/technocratic to student-centered views, while all 4 (17%) of those entering with a student-centered view maintained that view. One obvious explanation for the movement toward

student-centered orientations is the student-centered context of the field placement. Coming in contact with progressive ideas and practices oppositional from their own personal traditional learning experiences may influence beginning professionals to consider alternative views and to adopt more student-centered orientations and practices.

Another explanation is that the course content was intentionally organized to encourage beginning professionals to reflect upon theirs and others' orientations and practices, being careful to consider the relationship between the two. Further, even the language used by the university teachers reflected their own student-centered teaching orientations, and often not in subtle ways. For example, the university teachers would actually explain their practices linking them to their student-centered orientations. They also solicited advice from the beginning professionals regarding literacy strategies being developed by the university teachers. This willingness to be a learner and risk-taker along with the beginning professionals had the potential of directly influencing their thinking toward student-centeredness.

In general, university teachers who metaphorically describe teaching as a craft, classrooms as learning places and students enrolled in teacher education programs as beginning professionals or professionals in training, reflective decision-makers, creative problem solvers and collaborators with students are showing how they view their students. Thus, they influence their students to reframe their beliefs about themselves, and the teaching/learning process. Similarly, university teachers who view themselves as learners and problem solvers along with their students, and who employ teaching

practices such as returning assignments for further development before assigning a grade or who invite beginning professionals to critique course activities may help them appreciate the value of, and adopt, such student-centered practices. In these ways, teacher educators can help to facilitate "the epistemological expansion of [beginning professionals'] views " (O'Loughlin & Campbell, 1985, p. 6).

The question then becomes, why didn't all the beginning professionals develop progressive/student-centered teaching orientations since they all were exposed to the same professional context? While no beginning professionals actually developed more rigid views (i.e., AT:CC), only 30% of the less rigid AT classification (i.e., teacher-directed journey) became progressive/student-centered. There would seem to be other factors affecting beginning professionals' willingness and abilities to change their orientations other than school context and university teachers' orientations. We need to examine what these other factors might be in order to attempt to answer this question.

References

Aspin, D. (1984). Metaphor and meaning in educational discourse. In W. Taylor, (Ed.), Metaphors of education (pp. 21-37). London, England: Heinemann Educational Books for the Institute of Education, University of London.

Barlow, J., Kerlin, J., & Pollio, H. (1971). Training manual for identifying figurative language. Knoxville, TN: University of Tennessee, Dept. of Psychology.

Barnes, D. (1976). From communication to curriculum. London, England: Penguin Books.

Belinky M., Clinchy, B., Goldberger, N., & Tarule, J. (1986). Women's ways of knowing: The development of self, voice, and mind. New York: Basic Books.

Conle, C. (1990, April). Folk models and change in a teacher's practical knowledge. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Eisner, E. (1988). Can educational research inform educational practice? Phi Delta Kappan, 65, 447-452.

Gipe, J.P., Richards, J.C., & Duffy, C.A. (1991-92). Measuring change in novices' beliefs and pedagogical knowledge about teaching reading in a non-traditional field placement. Journal of Reading Education, 17 (2), 44-60.

Jackson, P. (1986). The mimetic and transformative: Alternative outlooks on teaching. In P. Jackson (Ed.), The practice of teaching (pp. 115-145) New York: Teachers College Press.

Kagan, D. (1990, Fall). Ways of evaluating teacher cognition: Inferences concerning the Goldilocks principle. Review of Educational Research, 60 (3), 419-469.

Kliebard, H. (1972, February). Metaphorical roots of curriculum design. Teacher College Record, 73 (3), 403-404.

Lakoff, G., & Johnson, M. (1980). Metaphors we live by. Chicago: University of Chicago Press.

Marshall, H. (1988, Dec.). Work or learning: Implications of classroom metaphors. Educational Researcher, 17 (9), 9-16.

Means, B., & Knapp, M. (1992, Dec.). Cognitive approaches to teaching advanced skills to educationally disadvantaged students. Phi Delta Kappan, 73, 282-289.

Morine-Dershimer, G. (1983, June). Tapping teacher thinking through triangulation of data sets. Austin, Tx: Communication Services, Research and Development Center for Teacher Education, The University of Texas.

Morine-Dershimer, G. (1987). Practical examples of the practical argument: A case in point. Educational Theory, 37, 395-407.

Munby, H. (1986). Metaphor in the thinking of teachers: An exploratory study. Journal of Curriculum Studies, 18, 197-209.

Munby, H. (1987), Metaphors and teachers' knowledge. Research in the Teaching of English, 21, 377-397.

Munby, H., & Russell, T. (1989). Metaphor in the study of teachers' professional knowledge. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 309164)

Needles, M. (Ed.) (1991, Spring). The development of teachers' professional knowledge. Division K Newsletter, 2.

O'Loughlin, M., & Campbell, M. (1988). Teacher preparation, teacher empowerment, and reflective inquiry: A critical perspective. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA. (ERIC document ED 291699)

Pollio, H. (1987, Fall). Practical poetry: Metaphoric thinking in science, art, literature, and nearly everywhere else. Series: Teaching-learning issues (No. 60). Knoxville, TN: The Learning Research Center/The University of Tennessee.

Reddy, M. (1979). The conduit metaphor. In A. Ortony (Ed.), Metaphor and thought (pp. 284-324). Cambridge: Cambridge University Press.

Roberts, D. (1980). Theory, curriculum development and the unique events of practice. In H. Munby, G. Orpwood, and T. Russell (Eds.). Seeing curriculum in a new light: Essays from science education (pp. 65-87). Lanham, MD: University Press of America.

Sapir, J. (1977). Anatomy of a metaphor. In J. Sapir and J. Cocker (Eds.). The social use of metaphor (pp. 3-32), Philadelphia, PA: The University of Pennsylvania.

Schon, D. (1979). Generative metaphor: A perspective on problem setting in social policy. In A. Ortony (Ed.), Metaphor and thought (pp. 254-283). Cambridge, England: Cambridge University Press.

Schuell, T. (1986). Cognitive conceptions of learning. Review of Educational Research, 56, 411-436.

Schuell, T. (1987). Cognitive psychology and conceptual change: Implications for teaching science. Science Education, 71, 239-250.

Sibbett, D., & Cawood, D. (1983). Multi-image metaphors for the management of meaning (pp. 154-158). In E. Kosower (Ed.), Beyond our Boundaries: Presenters' Papers, Los Angeles: Organization Development Network Conference.

Soar, R., & Soar, R. (1980). Climate and control system. Unpublished manuscript, Gainesville Fl: University of Florida.

Tesch, R. (1990). Qualitative research: Analysis types and software tools. New York: The Falmer Press.

Appendix A

Examples of Beginning Professionals' Metaphors Describing the Curriculum as Growth, Journey or Commodity

The Curriculum Described as Growth

-Together we decide what we want to grow

-One rose may need more fertilizer than another

-I am the song director. Their songs will grow

-Teaching is like a flower garden

The Curriculum Described as a Journey

-I will lead the children in their journey through this wide world of knowledge

-Everyone knows the direction and where they are headed

-Their destination is the same

-I'll keep track of their progress

-They have to reach the top. I'll help them through the rough spots

-The students reach the top at the end through a lot of hard work and a lot of help

-I will guide them

-I will lead them to victory

-I will show them the way. I will lead them. They need a leader to show them the way

-Each child must start from the center and move upwards throughout his life. I

will lead them on their journey through the wide world of knowledge

-I'll keep track of their progress

-I'll guide their progress

-I will point out the intricacies of the forest

-Learning is a guided tour of a far-a-way place

-Let me be the general who will lead them to victory

The Curriculum Described as a Commodity

-you have to make sure you give your students all the right examples and questions

-It's like the teacher is the cook who serves the customers with nutritional food so they can function

-Sometimes they have a hard time catching on to it

-Sometimes they might not get it

-Teaching is like buying groceries. You get the product and you put it in your basket

-You must sell it and think of new ways to get your message across

-I must inform the customers

-It's like filling the pages of an empty book

Appendix B

Examples of Beginning Professionals' Pre- and Post-Semester Teaching Orientations as Described by Their Metaphors

AUTHORITARIAN/TECHNOCRATIC: Curriculum as a Commodity (both pre and post)

Beginning Professional: Donna

Pre-Semester

The Restaurant

Restaurant clients come in to eat and want junk food (just to get by). The teacher as the cook knows their nutritional needs and supplies them with the proper foods so that they will be healthy and able to function properly after they finish the meal. The principal would probably be the manager of the restaurant, but gives the cook a lot of freedom.

You can see how well the clients are doing by observing the increase in their health and how much better they are able to function because of the nutritious food that you are serving to them.

Post-Semester

Circus Time

Teaching is like a trip to the circus. You are the ring leader and you introduce many interesting things to the students (the audience) that they will hopefully never forget. The audience has to pay close attention in order for them to be able to absorb

everything that is going on around them. As the ring leader, I will introduce the acts and explain how the acts will be accomplished. But for them to really understand the acts and to get the most out of them, I would have the students perform the acts themselves so that they can experience it fully. After the circus is over and the audience has left, they will carry away the experience with them and will be able to perform the acts they have learned with confidence.

AUTHORITARIAN/TECHNOCRATIC: Curriculum as a Commodity to Teacher-Directed Journey

Beginning Professional: Tracy

Pre-Semester

Shopping for a Meal

Teaching to me is very complex. It isn't clear-cut or straight-forward. I see it as a process of reflections and changes. This may sound strange but teaching is like shopping (grocery). When you are shopping you usually start at the first aisle then go down until you reach the end. But once you have reached the end you discover that you forgot something. So you have to go back and get the product and put it in your basket. To me teaching is like that because you are constantly thinking of new ideas or coming up with questions about your lessons. Like cooking a meal, you have to have all the ingredients to make it complete. So you keep adding until it tastes right. Your shopping basket is filled with all of those ingredients for your meal. You, as a teacher have to

make sure you give your students all the right examples and questions to make them think about what it is they are learning. When you put in all the right things it soon starts to taste right and then you know what it is you'll need the next time you go shopping. Because next time you don't have to go back, you can go down that aisle and get everything you need. Then when you are ready to get some ingredients for your next meal it will be another process of thinking about what it is you'll need. Lessons are the same to me. You can't always know exactly what it is you'll need and you may have to change to make the lesson work.

Post-Semester

Obstacle Course

Teaching to me is an obstacle course. While you go through the course you have to face many different objects and pass through them. Each obstacle is different like each student or subject matter you have to get through by using the best of your abilities. When you reach that one obstacle and master it you go on to another. Each obstacle you face is different and requires you to think about a way to achieve it.

Sometimes you are unable to get through certain obstacles but you have to keep going. You have to try all different ways to get past the obstacle. Once you have found a way then the next time it will be easier to get through the obstacle. Then you can go on to another obstacle.

AUTHORITARIAN/TECHNOCRATIC TO PROGRESSIVE/STUDENT-CENTERED: Curriculum as a Commodity to Student-Centered

Beginning Professional: Stepanie P.

Pre-Semester

The Coach Approach

The teaching and learning process can be considered as coaching a team. The teacher is the head coach, and the students make up the team (along with the coach). As in coaching, the teacher explains, demonstrates, and puts into practice the skills that are to be learned. However, the coach does take into consideration the individual's potential. The coach expects the students to perform to their own potential. This in turn, makes the team up as a whole. The students as a whole make up the learning team. The teacher guides the students like a coach would and as the students practice the skills, they master the skills by working as a team. By helping each other they all become winners!

Post-Semester

No Strikes Out!

Teaching is like a baseball team cooperating and the whole team, including the coach, giving it their all. The teacher is just that, a coach, giving it more than 100%. The coach is also a friend with high standards for herself and the team. In order to make it to the World Series they all, as a team, have to work together, cooperate , and respect one another.

AUTHORITARIAN/TECHNOCRATIC: Teacher-Directed Journey (both pre and post)

Beginning Professional: Suzanne

Pre-Semester

I see the teaching and learning of very young children as a guided tour of a far away place. They have never experienced the wonderful things they will encounter, and they need a leader to show them the way. They will learn so much from this new experience and they will enjoy their "trip" so much that they will want to "travel" for the rest of their lives!

Post-Semester

Teaching is like being a tour guide guiding a group of tourists through a far away land. They lead these tourists not knowing exactly what adventure will take place on any given day. Although everything is mapped out for them there is always some new and exciting "places" to be explored. The groups are always made up of people from many different locales. They must blend together, learn and enjoy the new experiences. Sometimes the weather may be bad, or reservations may get cancelled so the guide must always have some alternatives to keep everything running smoothly. The job of the tour guide is to lead the tourists to learn new things and guide them in this learning process.

AUTHORITARIAN/TECHNOCRATIC TO PROGRESSIVE/STUDENT-CENTERED: Teacher-Directed Journey to Student-Centered

Beginning Professional: Beth

Pre-Semester

A Work of Art

A work of art is a unique, individualized creation which has the same basic elements of design in common with other works of art just like there are different methods and techniques for teaching and learning with common backgrounds and principles. People see education and learning in the context of their past history and experiences just like people viewing a work of art judge and appreciate it based on their prior experiences. The teacher would provide the materials tools and techniques for the students (the artists). The teacher would be a contributor to the work of art by guiding the artist's progress (learning). The contributions of each student would be individually assessed based on that child's needs and how they use the materials and techniques provided to them. Each activity would build on the next and continue developing as the artists interact and learn new techniques and principles.

Post-Semester

Teaching is like a piece of clay. Clay is shaped and changed as the person works with it. Teaching changes as the teacher learns new techniques and learns about her students' needs. Sculpting clay takes creativity, time and patience as does teaching. Sometimes a person sculpting may decide that the creation is not how she had originally

planned it. She then must decide whether to continue with the unexpected piece or to stop, rethink and start over. This thinking process is similar to the one a teacher goes through. A teacher can plan plans but she can't really plan results. During the process of teaching she must step back and reflect on the lesson. Is this working the way she planned and what should she do about it.

At some point during the sculpting, the clay becomes not just a piece of clay but a part of the artist--it is their sculpture and no longer a piece of clay. In the same way a teacher's new group of students becomes "my classroom". No longer is it "I did such and such and they (the students) did such and such". The teacher begins to see her class as a whole, the teacher and students together in the learning process. The class becomes a "we" instead of a me and my students. The teacher changes with her class just like the sculptor changes his ideas with the changing process of working with the clay.

PROGRESSIVE/STUDENT-CENTERED: Student-Centered (both pre and post)

Beginning Professional: Cheryl

Pre-Semester

I think that teaching is like the human body. My function would be that of the head or brain, taking in all the information and feelings of the rest of the body or students. Without my arms and legs telling me what they need or want to do I would have no direction or idea of how to assist. On the other hand without the body parts' input, my own brain would be stagnant. Hopefully if the right side and left side are both

working all the parts can be satisfied enough to co-exist with the whole. The brain and parts need each other for the best survival span.

Post-Semester

Teaching is like a balancing scale. In order for the scale to work or balance there must be give and take. As this is applied to learning, the teacher must give balance to the students, but without the students' input she would not know how much and to what extent to do this. Of course, the teacher is ultimately responsible for directing the scale to balance or directing the students to learn, but without accounting for individual "weights" (or needs in learning) she could not achieve this balance or learning.

Appendix C

Examples of Journal Entries Demonstrating an Authoritarian/Technocratic or a Progressive/Student-Centered Orientation

Examples of Authoritarian/Technocratic Journal Entries

Jan.28th-The girl made the pudding while the boy opened the cherries and topping and got out the spoons and cups. This only took 20 minutes. The girl only contributed one sentence and the boy spoke very fast and I kept having to tell him to slow down. This lesson was a flop. I need to know more about LEA. Should I have asked about certain words? What do you think? I made her read the sentence to me except the little girl wanted to write it herself! I let her but, I told her to copy out of Kokerthea's dictionary." (Theresa)

Jan.28th-"I had the students orally dictate a story. I had each student give me at least 2 sentences. I had to give one boy a warning because he wanted to give more than two sentences.(Tracy)

Jan.28th-"I was disappointed because they did not conform to the rules I set for them. I hope those five behavioral problem students will realize that good behavior is better than bad." (Donna)

Jan.28th-One of my students is generally obnoxious, non-cooperative, and irritating. He calls students ugly names and pushed his chair into a girl. He is a teaching nightmare come to life." (Leslie)

Jan.28th-"During the lesson today I had one student who gave me problems. I hope he won't bother me in the future." (Melinda)

Jan.28th-"It became clear that these second graders are unable to write stories. They should be able to write some type of story. They don't know how to organize their thoughts. This is terrible." (Chris R.)

Feb.28th-"We figured the teacher was there and if she couldn't keep them quiet why wear ourselves out." (Suzanne)

Feb.28th-"What should I do? Maybe I'm doing something wrong. What should I do about this? I just may not enjoy teaching because of this!? (Tanya)

April 28th-"I must say I was very disappointed in the behavior of the kids in the audience. They were rude. I probably should not be so critical but they should have maintained better control than they did." (Melinda)

April 28th-"You said I should turn it into a language experience story. But, by the time the puppy episode was over, I was frustrated and I didn't want to see that dog or those kids again." (Leslie)

April 28th-"We never could get them settled down. Then, they were frozen speechless. To top it off, the boy who plays the farmer was absent and the substitute didn't want to face the audience. It wasn't a good experience. Why didn't they speak out?" (Christine R.)

Examples of Progressive/Student-Centered Journal Entries

Jan.28th-"I knew it would work! We spent the first ten minutes dialogue journaling. I thought that was cute when Sam wrote "Dear Maria". Afterwards we read the story of (Maria).

Jan.28th-"I love my fifth graders. Today we made no cook pudding. I know we all need practice on this. We all got a laugh from this. I want to concentrate on the enjoyment factor". (Cheryl)

Jan. 28th-"John is very artistic and the others admire his talent. Thanks to Annette, one of my students, I found out that John and Arresto are honor students. These students taught me that you can't judge a person by their neighborhood. I learned that no matter what, we need to be open-minded (Stephanie P.).

Jan. 28th-"She said she knew what love was, and then she spelled s-e-x and said that's what love was. So I wrote just what she said because I did it for everyone even though all of the other kids said love was hugs and kisses. I didn't make a big deal of it". (Kerrie)

Jan.28th-"These kids were great! It was the best experience yet with these eighth graders. I gained another boy-he's great! I'm learning to sit still at home and visualize how a lesson might go and anticipate certain events." (Rose)

Feb.28th-"Today was such a great day! The 8th graders and I had such a good time. Of course, when I say the 8th graders and I, I mean we, us together." (Maria)

Feb.28th-"I have to consider Edgardo's clinic appointment. He would like to be here for the play so I'll check with him on that." (Jackie)

Feb.28th-"If you're going to work with kids then you must accept the nature of the child. You can't expect them to sit up and listen like adults in medical school." (Renata)

April 28th-"Today my eighth grade class presented their play. I was so proud of them because to me they did an outstanding job. They looked so grown up. I knew that they would do well." (Maria)

April 28th-"I thought they did a terrific job. Randy didn't show up so I filled in for her. I hope the kids don't mind. Everyone remembered their lines and they all spoke loud and clear. I was so proud of them. Before going on we all took three deep breaths together. Anyway, I thought they were just terrific." (Suzanne)

April 28th-"At some point in the day, they need time to do what they choose. They need choices of things to do. They also need lots of plants and pets in the room. I'm letting my imagination run away with me, but kids need to do stuff that has real meaning to them. Teachers need to understand that." (Jackie)

April 28th-"I will always wonder what happened to Damon. I wanted to try and really help him. I will always wonder what happened to him in years to come. Let's pray things work out for him." (Melinda)

Example of Low Inference Teacher Observation Coding System*

Beginning Professional: _____

Teacher Observation Coding System	Observation Dates						Total # Checks
Praises students verbally							
Nods, smiles, gives positive feedback to students							
Moves freely among students							
Jokes/laughs with students							
Displays relaxed body language when working with students							
Uses "we" statements							
Hugs/touches students when appropriate							
Is enthusiastic							
Asks students for suggestions and opinions							
Converses easily with students							
Listens carefully to students' verbalizations							
Compliments students							
Displays patience with students							
Gives students choices							
Encourages students to take responsibility for some of their own work							
Freely admits mistakes while working with students							
Totals for Individual Observation Dates							

*Some items suggested by Soar and Soar (1980)

Table 1

Number of Beginning Professionals Holding

Each of the Teaching Orientations

		POST-SEMESTER		
	PRE	AT:CC	AT:TDJ	PSC
AT:CC	9	4	3	2
AT:TDJ	10	0	7	3
PSC	4	0	0	4
TOTALS	23	4	10	9